CHAPTER 8

A REDESIGNED SET OF MATERIALS

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8.1   INTRODUCTION

The significance of reflection on the action research undertaken in this study has already been noted in Chapter 7. The crucial point is that action research informs and develops a critical theory of education which in turn requires a disposition to think critically about one's own teaching.   From what has been said so far, and especially in Chapters 6 and 7, it is clear that one of the major weaknesses of the learning materials employed during the intervention programme was the apparently haphazard choices of topic, task type, or activity. A second possible failure has been the lack of progression of the content and context of the materials from simple to complex. Because of these and other potential shortcomings, the purpose of this chapter is to present a redesigned set of materials for Afrikaans as an additional language for intensive use over a short period of teaching in a scarce resource and discipline-challenged teaching and learning environment.

In this study the designed materials were based on the syllabus specifications of the *Tussentydse kernsillabus vir Afrikaans Tweede Taal, Standerd 10* (Department of Education, 1996; Appendix K). However, the implementation of a new language curriculum in 2003 has a direct bearing on the redesign of materials as proposed in this chapter, since this study of course began, and was completed, under the previous policy dispensation. Thus, the chapter will also focus on the possibility of redesigning and refining additional language materials in line with the newly implemented Grade 12 National Curriculum Statement of the Department of Education. For the purpose of this study, the Department of Education's apparent intention to abolish a syllabus in favour of a national curriculum, and the implications thereof in additional language teaching in South Africa, will not be discussed in depth, even though they may merit separate discussion. However, a brief overview of the teaching perspectives as embedded in the designated syllabus (Appendix K) and the new curriculum may provide some insight to support the redesigning of the materials that I shall propose below.

A discussion of how the redesigned set of materials will be planned follows.

8.2 PLANNING OF THE REDESIGNED SET OF MATERIALS

Designing teaching materials requires from a teacher to realise that there is quite often a considerable difference between the realities of the classroom and the theoretical situation, since "theory remains theory until it is transformed into practice in the melting pot of the classroom" (Bourke, 2001: 68). In other words, a teacher needs to convert theory into practice and vice versa. Bourke (2001: 68) claims that in this two-way process "theory informs practice and practice modifies theory". Likewise, Kumaravadivelu (2003: 18) maintains that theory and practice "constitute a unified whole". In a similar view, Carr and Kemmis (1986: 113) suggest that theory is embedded in all practices, and therefore theories are not "bodies of knowledge that can be generated out of a practical vacuum and teaching is not some kind of robot-like mechanical performance that is devoid of any theoretical reflection". It is generally agreed that practice comprises a set of teaching and learning strategies "adopted or adapted" by a teacher and the learners, in order to attain jointly the desired learning outcomes in the classroom (Kumaravadivelu, 2003: 18). The important point that needs to be recognised, then, is that teachers should be aware of the harmful effects if theory and practice are not seen as integrated. It is, therefore, entirely correct to claim that teachers need to reflect carefully on their classroom practice, so as to find ways to transform their teaching to sustain the realisation of their aims. Davidoff and Van den Berg (1990: 4) sum it up in the following comment:

> It is through trying to understand what is happening in our classrooms, and in attempting to find ways to deal with the situations that arise there, that our basic perceptions and approaches to teaching can shift. Then we can begin to think more carefully about what we are doing and why we are doing it.

By their very nature, teaching materials generally are the product of careful and creative planning. A communicative approach requires an abundance of materials (Shaalukeni, 2000: 14), and therefore a teacher acting as a facilitator of language learning should be able to select and grade tasks, follow a well-worked out plan which directs and organises his/her teaching, and also be willing to design appropriate, novel, and innovative materials to enhance his/her classroom practice (Chapter 7, section 7.2.4). However, it is through implementation in the classroom that the

teacher, as materials writer, becomes more informed about their relevance, appropriateness, and effectiveness. Carr and Kemmis (1986: 44) comment that the different kinds of knowledge teachers have and use "will crumble as soon as we begin to think about it seriously as a guide to action; some [knowledge] will be modified, deepened and improved through analysis and active testing". This statement reflects my experience during the intervention programme. In hindsight, what should I have done differently, and how could the developed materials be improved? The action research undertaken in this study has shown me that there is scope for improvement, not only of the designed materials, but also in the way they may be implemented in the classroom situation.

8.2.1 Parameters for the redevelopment of the materials

But where does one begin? As a start it is beneficial to define the parameters for the redevelopment of the materials. Firstly, the supposition is that: (a) the teaching and learning environment (discipline-challenged as it may have been, as described in Chapter 6); (b) the profile of learners (Chapter 5, section 5.2.2); and (c) lastly and especially factors around the affective variables (Chapter 4), remain the same as during the intervention programme. Secondly, the assumption is made that lessons are also restricted to only ten, except that the duration of each class will be one hour as initially envisaged, and not less. Thirdly, it must be noted that the intention is not to develop a totally new set of materials, but to address the shortcomings of some of the developed materials by looking at them from a different angle. In more practical terms, this means I need to explore alternative ways to arrange, structure, or combine the developed materials, to ensure that the tasks follow a more logical sequence, and that they progress from simple to complex. It is obvious that not all the designed materials may need to be refined, since some of them stood up to the test and in fact may be viewed as sufficiently effective and useful. However, a point worthy of note is that successful materials development is an on-going process, which necessitates continuous monitoring to supply the materials writer with feedback on the effectiveness of the materials. Moreover, the redesigned and refined materials will again be guided by the criteria set for materials development, as discussed in Chapter 5.

Finally, as we have noted above, the materials developed for the intervention were based on the designated syllabus (Appendix K), but the context in which the study was undertaken changed with the implementation of the *National Curriculum Statement Grades 10-12 (General).* Therefore, particular consideration will be given as to how the developed materials relate to the specifications of the new curriculum (Appendix L).

8.3   THE IMPACT OF THE NEW CURRICULUM ON THE STUDY

What impact does the new curriculum have on this study? As can be expected, the country's diversity is acknowledged within it, and it makes provision for all eleven official languages. In line with the language policy of the Education Department, the learners are now obliged to include at least two official languages as Fundamental subjects, with one at Home language level, and the other at either First additional language, or Home language level. If learners are particularly interested in languages, and to promote multilingualism, further languages may be taken as Core and/or Elective subjects at Home language, First additional language and/or Second additional language levels. We have learned from the previous chapters that Afrikaans is taught as one of three compulsory subjects at the school in question (Chapter 1, section 1.2.1), and the term additional language is used in this study to refer to Afrikaans teaching (Chapter 1, section 1.2.3), since the study was completed under the previous policy dispensation. The new language policy implies that in a learning environment as in this study, Afrikaans may be offered at a Second additional language level and aims at improvement of interpersonal communication.

The purpose of an additional language learning programme remains the preparation of learners for the second-language world beyond the classroom, where they could use the target language as a 'tool' to communicate. In this regard, Savignon (1987: 240) asserts that the strength of a second language curriculum "depends ultimately on the extent to which it reaches out to the world around it". Language is defined by the Education Department as a "tool for thought and communication", and when learners learn to use language effectively it enables them to "think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world" [National Curriculum Statement Grades 10 - 12 (General), 2003: 9]. It is clear,

thus, that the document takes an instrumental view of language. The curriculum requires learners to take responsibility for their own learning and apply their language skills in ever more challenging and complex ways. In taking an instrumental view of language, the new curriculum is similar to the old syllabus. Whether it contains an adequate set of specifications in this regard will be discussed below.

The broader context for such current developments in South African education requires that one considers the role of language learning and teaching in Curriculum 2005. The new language curriculum is of course, firmly part of Curriculum 2005. The new curriculum places a heavy emphasis on text, and the term 'text-based approach' is used in it quite frequently. This text-based approach and the learning outcomes proposed in the new curriculum (see Table 8.1) may give rise to some criticism, since the views of language and language learning underpinning the new curriculum are narrow and may lead to misunderstanding among teachers and learners.

From the outset, the new curriculum gives prominence to a text-based approach to language teaching to "enable learners to become competent, confident and critical readers, writers, viewers and designers of texts" [National Curriculum Statement Grades 10 - 12 (General), 2003: 39]. Texts, as the main source of content and context, are categorised as 'texts used' and 'texts produced' in a functional list that provides teachers with a wide choice of what could be used or produced. The list is not reported here for lack of space, but is given in Appendix M.

Some of the criticism levelled at a text-based approach may be derived from views of language, views of learning and views of teaching. Concerns may be raised whether the post-modern perspective embedded in the new curriculum adequately takes account of second language research and empirical research on conditions for learning. There is the possibility that the prominence given to text in the new curriculum may result in writing and reading as being viewed as more important than speaking and listening, resulting in the under-specification of what needs to be learnt in the latter two, which, in an additional language learning context, are critically important. In a recent article, Ivanič (2004: 220-245) proposes a multi-layered view of language in a framework for identifying discourses of writing in data such as policy documents, teaching materials, and learning materials. The problem with such an

isolating focus on writing (or text production) may impoverish our view of what language teaching must and can accomplish (cf. Ivanič, 2004: 241; cf. also Lillis, 2003: 192-207 for a detailed discussion of approaches to student writing pedagogy).

The newly implemented curriculum consolidates four learning outcomes, namely listening and speaking; reading and viewing; writing and presenting, and language (structures and conventions), as indicated in Table 8.1.

Table 8.1   Learning outcomes

Learning outcome 1: Listening and speaking
The learner is able to listen and speak for a variety of purposes, audiences and contexts. The first learning outcome is viewed as central to learning. The emphasis is on learners to understand that speaking and listening are social activities. Because speaking and listening occur in particular contexts and for various purposes and audiences, learners need to recognise and use appropriate oral genres and registers (see Appendix L, Table 8a).
Learning outcome 2: Reading and viewing
The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts. Through reading and viewing learners need to develop proficiency in reading and writing in a wide range of literary, visual and audio-visual texts, since well-developed reading and viewing skills are not only vital for successful learning, but also for effective participation in society and in the workplace. Key features of texts should be explored to allow learners to recognise how genre and register reflect the purpose, audience and context (see Appendix L, Table 8b).
Learning outcome 3: Writing and presenting
The learner is able to write for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts The aim is to provide learners with frequent writing practice across a variety of contexts, tasks and subject fields in order to enable learners to communicate functionally and creatively (see Appendix L, Table 8c).

Learning outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively

Learners need to interact with a variety of texts to identify and explain vocabulary, to correctly apply language structures in sentences and paragraphs, and to develop critical awareness of different connotations, to identify hidden messages embedded in language, and to recognise how language may influence others (see Appendix L, Table 8d).

If one considers the specifications of the new curriculum, it appears that the significance of integration of all four language skills is not prominently advocated. Indeed the suggestion to integrate the four learning outcomes is made only as a passing comment in the document and serves as an example of another related weakness of the new curriculum. One cannot but wonder whether, by neglecting to emphasise strongly the importance of integrated skills, the new curriculum will not once again result in teachers treating all four language skills as separate components of language, especially those teachers who do not take the CLT approach seriously, or resist change. There is no doubt that a considerable amount of research has illuminated the significance of integrating all four language skills, as I have noted in previous chapters, specifically in Chapter 7, section 7.2.3 (cf. also Genovese, 1990: 6; Combrink, 1993: 212; McDonough & Shaw, 1993: 202; Weideman, 2002a: 96; Weideman, 2003: 31; Kumaravadivelu, 2003: 225-231). As the integration of all four language skills is "natural to language communication" (Kumaravadivelu, 2003: 238), it is of paramount importance that even at the second additional language level, teachers should focus on designing and using strategies that integrate reading, writing, speaking and listening to assist learners to engage in meaningful and interactive classroom activities. Otherwise, as Weideman (2002a: 10) warns, teachers "remain caught up in the ways that they were taught, unquestioningly using their own experience as the model for their students".

In present-day curricula, much importance is usually attached to knowing how to use basic language functions in two-way communication, which entails interpretation, expression and negotiation (cf. Roberts, 1982: 186; Genovese, 1990: 5; Van der Walt, 1990: 29; McDonough, 2001: 293; Weideman, 2002a: 45; Kumaravidelu, 2003: 26-27; Weideman, 2003: 32). In contrast to the designated syllabus (Appendix K), in the new curriculum reference to language functions is sketchy and under-specified, and

serves as an example of another weakness of the new document. The former supplies teachers with an extensive list of language functions, which not only heightens awareness of learners' functional language needs, but also may assist in planning relevant and appropriate communicative activities and materials, whereas the latter only briefly refers to language functions (for a survey see the syllabus in Appendix K, 1996). This is a step backward.

In my opinion it is fair to say that the neglect to illuminate the value of the above mentioned aspects in the National Curriculum Statement may give the false impression that they are not vital facets in additional language learning and teaching, and this may lead to results that fall short of those the curriculum writers envisaged.

More positively, the new curriculum prescribes a very useful six-point scale of achievement to assist with benchmarking the achievement of learning outcomes, and to assist teachers to assess learners and give them an appropriate rating. Six levels of competence are described. The various achievement levels and their corresponding percentages are given in Table 8.2.

Table 8.2   Scale of achievement for the National Curriculum Statement Grades 10-12 (General) (2003: 49)

Rating code	Description of competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

As distinguishing features, these descriptions summarise what is spelt out in the learning outcomes and the assessment standards, and fix the achievement for a particular rating. The competence descriptors also provide a teacher as materials developer with a comprehensive picture of the requirements for designing relevant and appropriate materials in line with their learners' needs. The four competence

descriptions relevant to results of the learners in the pre-test and post-test applied in this study are not reported here for lack of space, but are depicted in Table 8e in Appendix N.

What is relevant here is that the new the scale of achievement (or lack thereof) enhances our understanding of the actual proficiency levels of the learners in this study. In seeking to find justification for specific choices of materials, and to obtain a comprehensible picture of the requirements for the set of redesigned materials, the discussion below seeks to relate the results of both diagnostic assessments to the above rating codes and descriptions of competence.

The analysis of the results of the pre-test and the post-test, reflecting a description of competence, is captured in Figure 8.1. The magnitude of the proficiency dilemma in this study is once again evident. According to the results of the pre-test as illustrated in Figure 8.1, the majority of the learners (82%) fell into the *inadequate competence* category (rating code 1, with marks between 0-29%), 16% of the learners were rated as *partially competent* (rating code 2, with marks 30-39%), and only 2% of the learners were viewed as *adequately competent* (rating code 3, with marks between 40-49%).
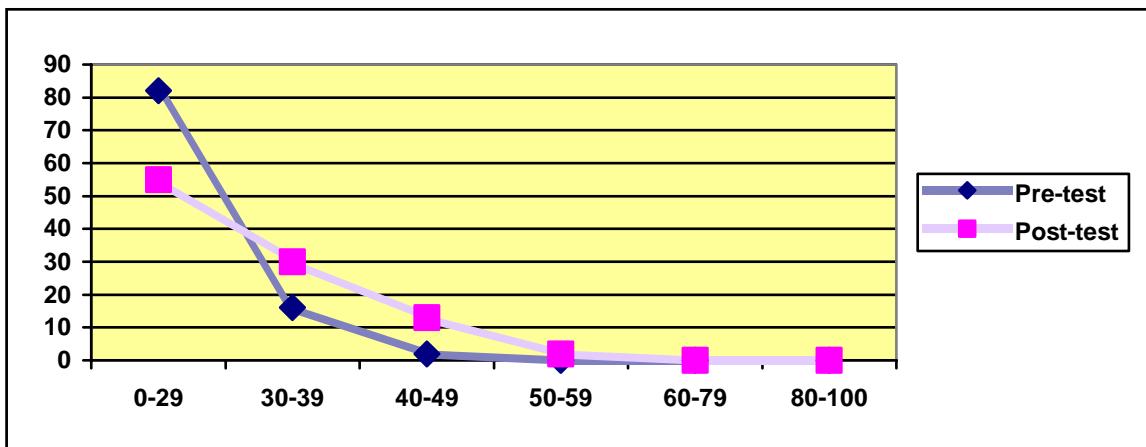

Figure 8.1   Scale of achievement: comparison between pre-test and post-test

After the intervention, as illustrated above, a remarkable improvement is observed in the post-test. The *inadequate competence* rating (marks between 0-29%) drops to 55% of the learners, *partial competence* (marks between 30-39%) improves to 30% of the

learners, *adequate competence* (marks between 40-49%) now comprises 13% of the learners, and 2% of the learners reached the *satisfactory competence* level (ratings code 4 with marks between 50-59%).

The above findings appear to justify the conclusion that the intervention programme, and by implication, the materials employed, explain the successful outcome of the endeavour. Nonetheless, as mentioned at the start of this chapter, reflection on the action research undertaken in this study (Chapter 7) reveals that there is scope for further improvement of the designed and developed materials. Furthermore, the redesigned set of materials attempts to supplement the shortcomings of the text-based approach and the under-specification of the new curriculum. If we turn our focus to the parameters for the redevelopment of the materials, there is, apart from those indicated previously, a number of additional aspects directly derived from the implementation of the materials in the learning environment which need to be addressed as well. We will therefore first consider these additional conditions before presenting the redesigned set of materials.

8.4   ADDITIONAL CONSIDERATIONS

Since the learners had no experience with pair and group work, I have mentioned that I should perhaps from the start have provided them with more opportunities to engage in two-way communicative activities. Therefore, to address this, attention will be given to include more tasks that allow learners to know how to use basic language functions such as asking, requesting, suggesting, persuading, accepting, refusing, arguing, disapproving, etc. The extensive list of language functions in the previous syllabus (Appendix K) will be used as a guideline to assist me in this attempt, since even under the new curriculum this remains important (though under-specified).

Furthermore, the fact that at some stages I reverted to grammar teaching, although undoubtedly triggered by the unsettled circumstances at the school, was at least in part influenced by an observation that the learners were lacking in grammatical knowledge of Afrikaans. In order for them to learn and acquire this knowledge, however, a better and potentially more effective technique than *telling* them or offering explanations may be investigated and attempted. In short, communicative activities and the

associated information gap principle should be exploited to their full potential. Therefore, communicative activities designed for grammar teaching will be considered too.

Action research undeniably empowers a teacher to change, to grow and to improve his/her teaching. Davidoff and Van den Berg (1990: 53) point out that developing a critical understanding of his/her practice enables a teacher to seek alternative solutions, rather than passively accept the circumstances at school or in society. The difference between the previously developed materials and the redesigned or refined materials is mainly the result of the non-availability of newspapers during the intervention programme. The resultant frustration directly caused me to seek alternative ways to solve the problem. Rather than dwelling on the situation, I decided to address the problem by developing two pages depicting a newspaper, as illustrated in Figures 8.2 and 8.3.

Through a compilation of a variety of real newspaper articles, adapted stories and advertisements, word puzzle activities and general information in the constructed 'newspaper' (Figure 8.2 and Figure 8.3) the learners' needs and interests are met, while the learners are provided with a wealth of authentic input. The overwhelming support in the literature for the use of newspapers in the classroom (see Chapter 6, section 6.4.4) contributed to my decision to embark on constructing my own newspaper pages.

The developed newspaper pages not only provide an innovative solution, but also assist me in opening up a number of novel opportunities to employ communicative activities in a scarce resource environment. Clearly, reflection and a critical understanding of the specific situation empowered me as a teacher, and supported my professional growth. Davidoff and Van den Berg (1990: 51) sum up this sentiment in the following way:

> Becoming more of an architect of your own classroom activities, trusting your own perceptions more, developing more clearly defined ideas about what you are doing, as well as how you would like to do them, all express growth for teachers.

Johannesburg

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Skool neem streng stappe na prefekfiasko

Drie leerlinge van Sandton staar moontlike skorsing of ontheffing van hul prefekstatus in die gesig nadat hulle die skool se gedragskode verbreek het.

Die leerlinge het blykbaar sonder toestemming die skool tydens skoolure verlaat en na een van die leerlinge se huis gegaan. Hulle het later na die skool teruggekeer en was glo erg onder die invloed van drank.

Die leerlinge is dissiplinêr verhoor en is skuldig bevind aan 'n kategorie drie oortreding van die skoolreëls. – *H. Cupido*

Tieners vas na klopjag

Vyf tieners, een meisie en vier seuns, is verlede week in hegtenis geneem vir die koop en verkoop van gesteelde selfone na 'n polisieklopjag by hul skole.

Na bewering het die leerlinge van twee hoërskole in Gauteng selfone uit ander leerlinge se tasse gesteel. Die selfone is toe onder meer aan verskeie pandjieswinkels verkoop.

Die leerling wat tussen 14 en 18 jaar oud is, verskyn vandeesweek in die landdroshof.   – *Zindi Nicol*

Poste

Pryswenner

John Kani ontvang sy Naledi-teaterprys vir sy vertolking in *Die waarheid*. Die stuk uit die pen van Kani is met 5 pryse bekroon.
- *V Molefe*

Benoude oomblikke

Twee maats, Fred Sithole en Paul Dlamini het onlangs 'n paar benoude oomblikke beleef toe hulle gedurende die lang naweek gaan kampeer het. Nadat die twee eers lekker geëet het, het hulle die tentjie opgeslaan en gaan slaap. Die wind het skielik erg begin waai en in die storm wat daarna los gebars het, het hul tent in 'n boom gewaai. Gelukkig kon hul in 'n ou murasie daar naby skuil teen die reën en die wind. Fred sê hulle het groot geskrik, maar glimlag nou breed na hul wedervaring. – *T Phumo*

700ste Laan

Vinette Ebrahim en Ingrid Paulus het goeie rede om te glimlag. Daar is pas 700 episodes van die sepie waarin hulle speel, 7de Laan verfilm.
- **Bladsy 4**

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Is jy op soek na geld en status? Is jy entoesiasties, gemotiveerd en 'n harde werker? Eie vervoer en selfoon? Kontak Estelle (021) 763 8470 vir 'n onderhoud

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Pos of faks 'n volledige CV na:
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Posbus 211
KRUGERSDORP
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Figure 8.2   Developed newspaper: front page

LUZUKO Die swaeltjie

Met sy klein lyfie lyk Luzuko Maseko soos 'n swaeltjie tussen die groot en swaar lywe van sy mededingers. Luzuko is die eerste swart Suid-Afrikaner wat aan 'n Suid-Afrikaanse duikkampioenskap deelneem.

Die skamerige seun het skaars 15 maande gelede begin duik en is reeds een van die top nege junior seuns in Suid-Afrika. Die senior groep duikers is ouer as 16. Wanneer Luzuko op die drie meter hoe duikplank klim, lyk hy baie klein daar bo. Dan duik hy met 'n sierlike boog soos 'n swaeltjie deur die lug. Sy tone is gepunt, sy hande reguit voor hom en sy lyf is gestrek. Byna sonder 'n druppeltjie water wat plons, tref hy die water se oppervlak. Luzuko is baie pligsgetrou en oefen elke middag na skool – van halfdrie tot halfses. Volgens Mev. Keet, sy afrigter van die Oos-Londense Duikklub, het hy werklik groot talent om so vinning te vorder. – T Phumo

KOPKRAPPERS

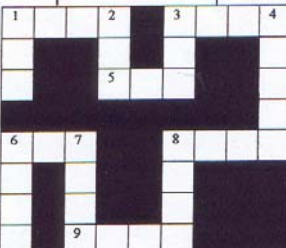Gebruik die letters **t, d, f** of **v** om die blokraaisel te voltooi
Leidrade Af:
1. Kom na vier
2. Familie van 'n muis
3. Waterdier met skubbe
4. As jy iemand dood maak, pleeg jy ......
6. As koffie nie sterk is nie, is dit .....
7. Die manlik van niggie
8. Iets wat deel is van 'n tafel

Dwars:
1. Maak ..... sodat ons kan braai
3 Die kers brand met 'n ....
5 Jy pak jou boeke en klere daarin
6 Rym met klein
8 Dier waarop jy kan ry
9 As jy iets verkeerd doen, is dit 'n ...

Omkring die beroepe in die woordblok

a	g	e	n	t	p	o	l	i	s	i	e	m	a	n	b
a	k	x	y	i	n	s	t	r	u	k	t	e	u	r	e
f	o	q	i	o	n	d	e	r	w	y	s	e	r	e	s
r	k	o	n	s	u	l	t	a	n	t	z	a	c	s	t
i	v	e	r	k	o	o	p	s	m	a	n	k	w	a	u
g	j	o	e	r	n	a	l	i	s	y	l	t	c	n	u
t	i	k	s	t	e	r	h	k	e	l	n	e	r	g	r
e	b	e	m	a	r	k	e	r	c	x	w	u	y	e	d
r	v	b	s	k	r	y	w	e	r	l	p	r	t	r	e
v	e	r	t	e	e	n	w	o	o	r	d	i	g	e	r

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SPORT   2

FIKILE staan vir geen man terug nie!

Fikile Sithole kan so goed dribbel dat mans in hulle sokkerskoene bewe. Hulle weet dis nie maklik om die bal van haar weg te kry nie. Soos die gewilde Doctor Khumalo, kan sy die bal beheer asof dit aan haar voete vasgelym is. Doctor Khumalo is Fikile se held en sy wil eendag teen hom speel.

Die een-en-twintigjarige Fikile het begin sokker speel toe sy ses jaar oud was. Fikile het glad nie vrye tyd nie. Soggens gaan sy skool toe en smiddae oefen sy of kyk saam met haar maats na sokkerwedstryde.

Fikile het baie gehelp om van die Soweto-vrouesokkerklub 'n sukses te maak. Volgens Fikile is die vroue se grootste probleem dat hulle nie 'n liga het om in te speel nie want hulle speel net vriendskaplike wedstryde. Onlangs het haar span op Mbabane in Swaziland gespeel waar hulle die Swazi-span geklop het. Fikile het twee van die doele aangeteken. – M Adriaanse

Banyana trap Angola

Banyana Banyana het Angola eergister met 6-2 afgeransel in die Orlando-stadion in Soweto. Dit was 'n kwalifiserende sokker-wedstryd vir die Olimpiese Spele.

Die Suid-Afrikaanse doelskieter Portia Modise het 'n driekuns behaal, met die ander doele wat deur Veronica Phewa (2) en Mpumi Nyandeni aangeteken is.

Die doelskieter Rosa Ramos het Angola se twee doele aangeteken. - M Adriaanse

Dansskool
Ontmoet nuwe vriende.
Leer dans.
Tel: 011- 777 099

Figure 8.3   Developed newspaper: second page

It is often found that teachers are reluctant to develop materials because they view it too time intensive to develop themselves (Sato & Kleinasser, 1999: 507). Hence, some teachers may view compiling such a 'newspaper' as too time-consuming, because selecting information requires contemplation and careful planning. Furthermore, they may be discouraged from developing it because of their perception

that artistic flair or creativity is essential. It must be noted that, although there might be truth in such claims, it is also true to say that all lesson or task preparations require effort, time and creativity. If availability of a computer or typewriter is a constraint, a teacher can always use appropriate news clippings in their layout to compile the newspaper pages. In my view, in compiling a page or two of one's own newspaper, the "pro's" outweighs the "cons": the teacher determines what the bulk of the 'news' should be; chooses the relevant and appropriate topics reflecting authenticity and reality, as well as the learners' interests and proficiency level; allows the teacher a great deal of flexibility in providing communicative tasks, vocabulary and grammar development. It is also cost effective, since a good amount of information is provided on one sheet of paper, especially if the 'newspaper' is photocopied back to back. Let us now turn to the redesigned and refined materials to illustrate how some of the ideas discussed above can be translated into classroom activities.

8.5   PRESENTING THE REDESIGNED MATERIALS

Apart from using the self-designed newspaper, the idea was to introduce the redesigned materials which reflect *careers* as a theme. The rationale for choosing the topic careers is that Grade 12 learners are aware of the significance of deciding on a career in the near future. In addition, the career theme is one that, in the trial cycles, contributed solidly to the learners' enjoyment and engagement with an actuality in their lives. The use of the theme also provides a binding element, or thread running through the materials, that the initial set lacked, as was evident in its sometimes haphazard progression. Some of the classes, especially at the start of the programme, will begin with an introduction or ice-breaker, followed by some group or pair work activity. Apart from issuing the learners with the 'newspaper', they will also receive additional handouts to provide them with extra activities, and to serve as answering sheets.

8.5.1   Lesson 1

PLANNING

The redesigning of the materials is done within the same parameters that applied during the intervention programme. Therefore, because the need to obtain more

information about the learners remains the same, and because the completion of a Curriculum Vitae does not only provide such information, but also constitutes a novel and interactive introduction to the learning programme, it is considered appropriate to retain this task as part of the initial lesson of the programme. The focus of the class is the topic 'careers', and 'applying for a job'. The topic chosen is relevant and provides the learners with a meaningful activity, in view of the fact that they as Grade 12 learners are aware of the significance of writing a proper CV in the near future.

The same CV (Appendix G) used during the first lesson is presented here, since it constitutes a novel and authentic activity, and also provides individual information about the learners. In view of the learners' low proficiency level in Afrikaans, the designated CV is a simplified version with headings and the provision of space to add information. However, this time learners will be encouraged to supply the information in sentences to provide them with a proper opportunity to use the target language.

In line with my beliefs about language learning and teaching, the learners need to be actively involved in the learning process. Obviously, some transmission teaching in the form of explaining the requirements of a CV, in order to supply learners with a better understanding of its purposes, is unavoidable. However, to combat a traditional approach, or "transmission of knowledge" (Davidoff & Van den Berg, 1990: 31) the learners need to participate by explaining to a friend sitting next to him/her what a CV is, and what information should be included. By doing so, the learners are given the opportunity to "express their feelings and thoughts about the work they're engaged in" (Davidoff & Van den Berg, 1990: 32).

I decided to introduce the developed 'newspaper' right from the start of the programme, to serve as a source throughout the lessons. Therefore, at this stage each learner receives a copy of *Blitsgids,* the constructed 'newspaper', and, to reinforce the career topic their attention is briefly drawn to the various careers or occupations depicted in it. In a subsequent activity another strategy is followed. The learners are coached to participate in pair work, and in order to complete the task, they have to deliberate on the correct answer, ask questions and clarify answers. The first task requires them to identify the different careers in the word puzzle on page two of the newspaper, under the heading *Kopkrappers* (Figure 8.3). Incidentally, the meaning of

the word *Kopkrappers* calls for a brief explanation. In view of the learners' poor proficiency level in Afrikaans, and because affective variables are considered to be a vital factor in this study, it may be helpful to provide the learners with a list of the words they need to identify in the word puzzle. It may reduce anxiety and stress, and enhance their motivation and self-confidence if they are able to spot the words with more ease. The list of 17 careers (Figure 8.4) mentioned in *Blitsgids* may be written on flip chart paper.

Afrigter	Joernalis	Sanger
Agent	Kelner	Skrywer
Akteur	Kok	Tikster
Bemarker	Konsultant	Verkoopsman
Bestuurder	Onderwyseres	Verteenwoordiger
Instrukteur	Polisieman	

Figure 8.4   Careers depicted in word puzzle

RATIONALE

My satisfaction with the implementation of the CV as a novel and interactive introduction to the initial programme indicates that it should be kept as part of the new set of redesigned materials. There is no doubt that it provides the learners with relevant, interesting and authentic input, and is valuable for vocabulary development.

In hindsight, I realise too that the learners should be given more opportunities to communicate in Afrikaans from the very beginning. In this respect, I came to value the following statement of Kumaravadivelu (2003: 101): "One of the aspects of learning to talk in an L2 is talking to learn". Therefore, an additional meaningful communicative activity, such as the word puzzle, provides a useful learning opportunity from the start.

The question arises as to how the redesigned materials can be justified in terms of the stipulated criteria for materials development (Chapter 5, section 5.5.1), the designated syllabus and the National Curriculum Statement, Grade 12.

In the first instance, as reflected in Table 8.3, the redesigned materials are an improvement on the previously developed materials, since all the stipulated criteria for materials development are met. Although provision is made to integrate all four

language skills, writing is limited to the writing of sentences in the CV. The tasks adequately provide the learners with opportunities to engage in communicative tasks, to experience interpretation, and to become interactive partners in the learning situation. In an attempt to provide learners with opportunities for active participation in this lesson, the challenge is to allow the learners to learn gradually how to participate more actively in the classroom and to actually "wet their appetites for more participation in the future" (Davidoff & Van den Berg, 1990:31).

Table 8.3   Lesson 1: Materials specifications

	Criterion	Satisfactory
MATERIALS		
Choices of materials	Beliefs: language learning	✓
Pair and group work	Interactive	✓
Realism	Authentic	✓
Language use	Vocabulary	✓
Language use	Grammar	✓
Communicative	Information gap	✓
Language functions	L	✓
Tasks	Personal experiences	✓
Exposure to reading, writing, speaking & listening	Integrated	✓
AFFECTIVE VARIABLES		
Achieve impact	Variety & novelty	✓
Reduce anxiety	P	✓
Boost self-confidence	P	✓
Encourage risk-taking	P	✓
Enhance motivation	P	✓
Attitude change	P	✓
SYLLABUS		
Listen and speak	Language functions	✓
Speak and write	Language use	✓
Read an write	Comprehension	✓
CURRICULUM		
Listen and speak	Language use	✓
Reading and writing	Reading & viewing strategies	✓
Writing and presenting	Writing strategies & techniques	✓
Language	Language functions	✓

Regarding the new curriculum, the interactive activities suggested in this lesson make provision for pair work, which requires learners to listen and speak for a variety of purposes. The word puzzle involves the learners in reading and viewing text to obtain a better understanding, or to seek specific information for completing a task. It also provides ample opportunities to use the language appropriately and effectively. The activities reflect an attempt to pay attention to all four learning outcomes, namely

Listening and speaking (learning outcome 1), Reading and writing (learning outcome 2), Writing and presenting (learning outcome 3), as well as Language (learning outcome 4).

How can one ensure that the materials are actually designed to incorporate different facets of second language learning? In an attempt to answer this question I looked at the information on the learning outcomes and the assessment standards (Appendix L) from a slightly different angle and used it as a framework to guide me in my endeavours to plan, redesign or combine relevant and appropriate learning materials. My attempt to develop materials to provide learners with opportunities to address the various objectives in order to meet the specific outcomes is captured in Table 8.4.

Table 8.4   Lesson 1: Redesigned materials: objectives

Specific learning outcomes	Objectives Materials provide opportunities for learners to:
LISTENING AND SPEAKING	
* Demonstrate knowledge of different forms of oral communication for social purposes	- initiate & sustain a conversation; - give & follow directions & instructions with accuracy;
* Demonstrate planning and research skills for oral presentations	- organise a range of material by choosing main ideas & relevant details or examples for support; - identify & choose appropriate vocabulary, language structures & formats.
* Demonstrate the skills of delivering and listening to oral presentations	- pronounce words without distorting meaning; - listen & respond to straightforward questions for clarification.
READING AND WRITING	
* Demonstrate various reading and viewing strategies for comprehension and appreciation	- scan texts for specific information; - read/view according to purpose & task; - reread, review & revise to promote understanding.
* Explain the meaning of a range of written, visual and audio-visual texts	- find information & detail in texts.
WRITING AND PRESENTING	
* Demonstrate the use of writing strategies and techniques for first drafts	- use a variety of sentence types, lengths & structures - use logical connectors such as conjunctions, pronouns, adverbs & prepositions to improve cohesion.
LANGUAGE	
* Identify and explain the meanings of words and use them correctly in a range of texts	- spell commonly-used words correctly; - use determiners & prepositions correctly; - use personal, relative, possessive & interrogative pronouns accurately; - form words correctly by using prefixes & suffixes;

* Use language structures and conventions to write sentences and paragraphs	- use verb tenses accurately; - recognise the main verb in a sentence; - use simple sentences correctly; - use punctuation correctly & for a range of purposes; - use figurative language appropriately.

According to the table above, it is clear that the materials designed for lesson 1 may provide the learners with a variety of opportunities to practise Afrikaans. Nonetheless, it must be noted that it does not mean that the mere provision of these opportunities ensures that the learners are able to act accordingly, nor that the specific learning outcomes have already been met, nor that addressing the objectives in one lesson excludes them from inclusion in follow-up lessons. The rationale of Table 8.4 is simply to heighten awareness that a teacher in his/her role as a materials writer could similarly use the practical information contained in Appendix L as a guide to develop a number of relevant and appropriate interactive activities.

8.5.2   Lesson 2

PLANNING

The unique circumstances of this study, and the significance of considering affective variables during the intervention programme, validate the employment of a story as an 'ice-breaker' to reduce anxiety in the classroom. Therefore, the class starts with a listening and comprehension task in which the learners listen to a story, and then have to respond by writing their answers down. This provides them with an opportunity to develop their listening, reading, writing and comprehension skills.

The story, an article about Fred and Paul and their camping experience, is read to the learners while the learners follow the storyline as it appears in *Blitsgids* under the heading *Benoude oomblikke* (Figure 8.2). The learners are then instructed to answer the six questions shown in Figure 8.5 on a work sheet. This is followed by a short discussion of the correct answers, which also allows some vocabulary development.

BENOUDE OOMBLIKKE
Vrae: Beantwoord in sinne

1. Was Fred en Paul broers?
....

2. Wanneer het hulle gaan kampeer?
....

3. Wat beteken 'n storm bars los?
....

4. Waar was hul tent?
....

5. Waar het hulle geskuil?
....

6. Wie het die artikel geskryf?
....

Figure 8.5   Questions: Task 2a

In the next activity the learners are coached to participate in groups of four, and to engage in social interaction that requires negotiation, persuasion and making suggestions. The first task requires that each of the four members of the group chooses one of the advertisements in the newspaper as his/her text. The four advertisements to choose from are illustrated in Figure 8.6.

DIE BOEKWURM

Ons spesialiseer in alle skoolboeke
& skryfbehoeftes
Bestel per faks/ foon/e-pos
Tel: 011-123 321
Faks: 011 – 123 322
boekwurm@mweb.co.za

SLIMKOP
Verbeter
Wiskundepunte!
Graad 8-12.
Individuele aandag.
Bel Joan 083 329 5662

Dansskool
Ontmoet nuwe vriende.

Leer dans.

Tel: 011- 777 099

KUMALO BESTUURSKOOL
K53. Spesiale aanbod:
R800 vir 10 lesse.
Bel Mike 082- 103 3670

Figure 8.6   Advertisements

The learners need to look at all the consonants and vowels which appear in their individual advertisement and circle the matching ones on the sketch containing the alphabet provided on the work sheet (Figure 8.7). A vowel and consonant may only be circled once. After completion, each member of the group must in turn name the corresponding letters, while the others write them down in the space provided (Task 2c) next to the vowels and consonant sketch (Task 2b). The learner with the highest number of matching letters is the winner. This will provide an opportunity for the

learners to practise pronunciation and speaking skills. Finally, to expand the written task even further, each learner has to construct two sentences by using words starting with any of the vowels, as well as words starting with the consonants given in one of the four blocks.

b c d f g	h j k l m
	a e i o u	
n p q r s	t v w x y z

Boekwurm: …………………………………………
…………………………………………………………
Slimkop: …………………………………………
…………………………………………………………
Dansskool: …………………………………………
…………………………………………………………
Bestuurskool: …………………………………………..
…………………………………………………………
1. …………………………………………………
2. …………………………………………………

Figure 8.7   Matching vowels and consonants: Task 2b and Task 2c

In the following task the focus is on double (long) vowels aa, oe, ie, and uu. Again the learners must search for words with double vowels in their individual advertisements and underline them. Once again, each learner must inform the rest of the group about the words. However, this time they need not write them down, since the speaker must indicate the particular words in the written text while the rest of the group follow the written text. A similar activity follows in which the learners must identify and circle compound words, and then share their findings with their group orally, while they again follow the written text. These activities provide an opportunity to pay attention to dictation and vocabulary development, as well as meaningful communication.

Finally, the learners are given the opportunity to complete the puzzle in the newspaper under the heading *Kopkrappers* (Figure 8.3). As in the previous lesson, the learners have to work in pairs and they once again have to deliberate on the correct answer, ask questions and clarify answers.

RATIONALE

It can be easily seen that the above authentic tasks combine the elements of a purely grammar-focussed instruction with possibilities for meaningful interaction. The different activities were chosen to elicit curiosity and interest and make grammar the topic of classroom communication. Thus, in order to engage effectively in these

authentic tasks, the learners need to communicate and interact, and they have to know how to apply basic language functions such as arguing, persuading, requesting, suggesting, accepting, refusing, and disapproving as suggested in the designated syllabus (Appendix K).

For practical reasons and to avoid repeating the same information indicated in Table 8.3, similar tables will not be presented here, nor in the following lessons. The same applies to the listing of objectives for the redesigned material, as indicated in Table 8.4. However, any additional information will be highlighted. For instance, as indicated in Table 8.5, there is a noticeable increase in opportunities for the learners to use the language through pair and group work, which require learners to listen and speak for a variety of purposes, and to use Afrikaans in a range of texts. Furthermore, reading and comprehension opportunities are maximised by providing the learners with activities to demonstrate various reading strategies.

Table 8.5   Lesson 2: Redesigned materials: objectives

Specific learning outcomes	Objectives Materials provide opportunities for learners to:
LISTENING AND SPEAKING	
* Demonstrate knowledge of different forms of oral communication for social purposes	- make prepared & unprepared responses, read aloud; - interact actively in group discussions by expressing own ideas & opinions & listening to & respecting those of others, while engaging with a range of familiar issues.
* Demonstrate the skills of delivering and listening to oral presentations	- use familiar rhetorical devices such as questions, pauses, repetition; - use & respond effectively to voice projection, pace, eye contact, posture & gestures; - demonstrate comprehension of oral texts by making notes, & by retelling & explaining main & supporting ideas.
* Demonstrate critical awareness of language use in oral situation	- recognise manipulative language such as in advertising.
READING AND WRITING	
* Demonstrate various reading and viewing strategies for comprehension and appreciation	- work out the meaning of unfamiliar words in familiar contexts by using knowledge of grammar & contextual clues.
* Explain the meaning of a range of written, visual and audio-visual texts	- give & motivate personal responses to texts.
LANGUAGE	
* Identify and explain the meanings of words and use them correctly in a range of texts	- use gender, plurals & diminutives of nouns correctly; - use adjectives & adverbs correctly; - use increasingly complex compound words.

8.5.3   Lesson 3

PLANNING

The place of music and chants in additional language learning has been discussed in Chapter 6, section 6.3.9, and therefore it should come as no surprise that once again chants are included in this programme. We have learned from the previous endeavour that the materials achieved impact through novelty, attractive presentation, and appealing content. The inclusion of songs earlier in the intervention programme is an attempt to arrange the learning material in a more logical sequence to support progression, and to address affective variables too. However, since the lesson did not include writing skills, I decided to pay attention to this aspect by including a short comprehension activity, followed by the writing of an SMS. Thus, the materials developed for this lesson entail a handout with the comprehension questions, a cell phone activity, an interview task concluding the lesson, and the provision of ample space for writing (Figure 8.8). The songs are photocopied on the back of this page to curb costs.

The article on the front page of the newspaper about the prize winner, John Kani, (Figure 8.2) provides a fitting introduction to the lesson, permits a silent period at the start of the lesson, serves as a comprehension task, and allows learners to practice their writing skills. The lesson therefore starts with the learners reading the article silently and then answering five questions (Figure 8.8, Task 3a) in writing.

Beantwoord die volgende vrae:

1. Gee een woord vir iemand wat 'n prys wen.
2. Wat is die naam van die prys wat gewen is?
3. Wie het *Die Waarheid* geskryf?
4. Wie het die berig geskryf? (joernalis)
5. Gee 'n ander woord vir toeken.

Antwoorde:

1. …………………………………...
2. ……………………………………
3. ……………………………………
4. ……………………………………
5

Figure 8.8 Task 3a

Following a brief revision of the appropriate answers, the learners need to respond to the SMS invitation to attend a recording of *Noot vir Noot* (Figure 8.9, Task 3b). The learners may view the scenario as not too unfamiliar or as farfetched, since as many as 15% of them indicated that they watched the programme (Chapter 4, section 4.7.1).
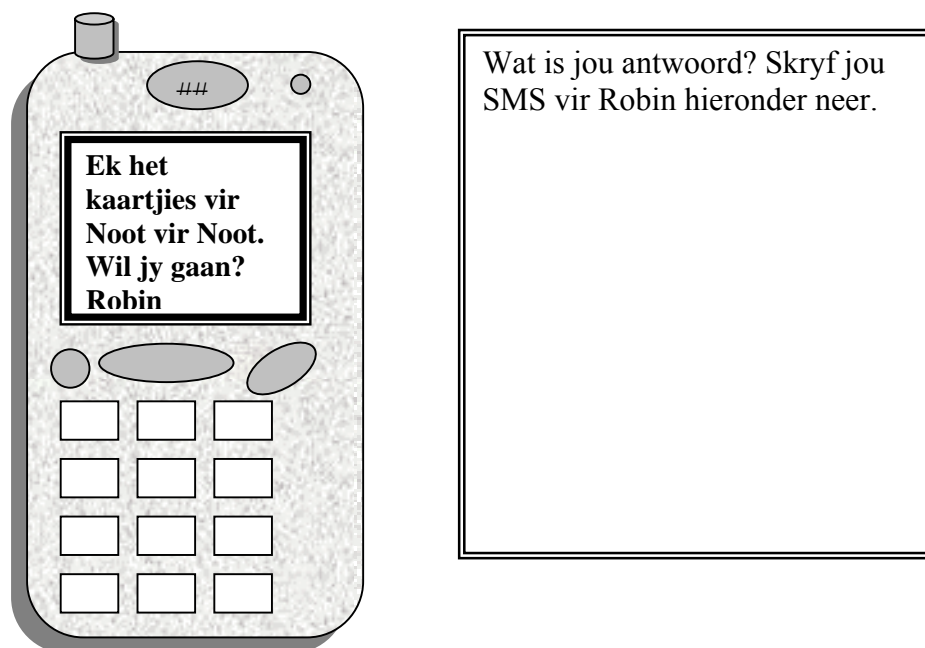
Figure 8.9   **Task 3b** (Adapted from Van der Wal & Swanepoel, 2003: 112)

The singing of typical, uncomplicated and enjoyable Afrikaans songs follows next. Since the same songs are used as in the original programme, there is no need to report them here, but only to refer to Appendix H, Task 9.

Once again attention is paid to achieve impact with the materials because they would provide subconscious exposure to text. There is overwhelming support in the literature that attention to physical appearance (e.g. interesting, unusual, and user-friendly) is vital to achieve impact to enhance learners' interest, and to enhance motivation (cf. Nunan, 1991b: 210; Combrink, 1993: 213; Rowntree, 1994: 129; Tomlinson, 1998b: 7-8).

To conclude the lesson, the learners should engage in a role play between a television reporter and one of the guests who attended the show. Since learners are inexperienced with dialogue work, the learners playing the reporter's role are allowed to prepare a few questions in the space provided on the handout (Figure 8.10, Task 3c) to reduce their anxiety, and to assist them in playing the role. The interview task makes provision for the information gap principle, since both the 'reporter' and the 'visitor' would not know in advance what the other person will be saying.
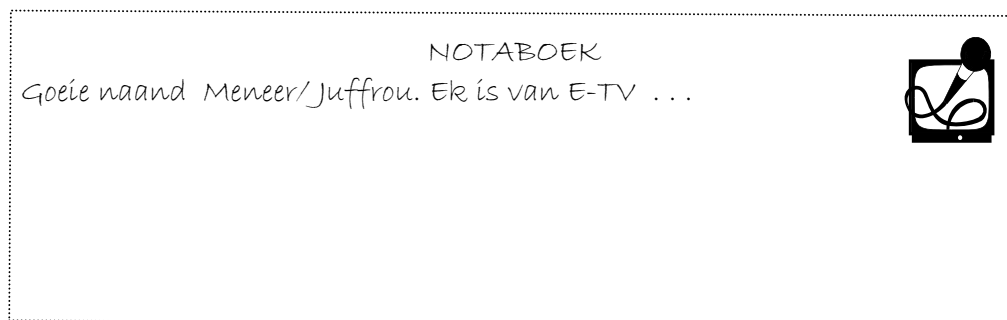
Figure 8.10   Task 3c

RATIONALE

This lesson, by its very nature, relates to all the stipulated criteria for materials development. However, an additional feature of lesson 3 is that the learners are given the opportunity to engage in silent reading before the completion of the comprehension questions reflecting the 'read and write' grouping in the syllabus more pertinently. Attention is also given to language functions, such as greeting forms, accepting invitations, polite remarks, and supplying information, since the learners are given the opportunity to engage in dialogue work during the interview. Improvements to the structure of the lesson not only include attention to writing skills, but also increased learner participation.

Regarding the objectives, it is clear that the materials designed for this lesson consolidate all four learning outcomes. I have come to realise that in addition to the previously mentioned objectives in Table 8.5, the materials in lesson 3 pay attention to cultural aspects, and dialogue activities, as indicated in Table 8.6 below.

Table 8.6   Lesson 3: Redesigned materials: objectives

Specific learning outcomes	Objectives Materials provide opportunities for learners to:
LISTENING AND SPEAKING	
* Demonstrate knowledge of different forms of oral communication for social purposes	- comment on experiences.
* Demonstrate planning oral presentations	- prepare effective introductions.
* Demonstrate critical awareness of language use in oral situation	- use appropriate style & register to suit examples of purpose, audience & context; - recognise the relationship between language & culture.

READING AND WRITING	
* Recognise how language and images may reflect and shape values and attitudes	- explain obvious socio-cultural/ political values, attitudes & beliefs; - explain ideas & themes in texts.
WRITING AND PRESENTING	
* Reflect on own work, considering the opinion of others, redraft and present	- consider whether content, style, register & effects are appropriate to purpose, audience & content;
LANGUAGE	
* Use language structures and conventions to write sentences and paragraphs	- use & recognise different sentence structures such as statement & questions.

In view of the country's diversity, and in line with the intention of the National Curriculum Statement to promote multilingualism and intercultural communication, learners are encouraged to acknowledge cultural values, and to nurture linguistic respect and understanding [National Curriculum Statement Grades 10 - 12 (General), Second additional language, 2003: 9]. Therefore, the fact that the learners are provided with the opportunity to engage in the singing of Afrikaans songs may contribute to their cultural awareness and understanding of cross-cultural differences. Research has also supported the important role of using teaching activities and materials in second language learning that illustrate the interconnection of language and culture   (cf. Gardner & Lambert, 1972; Brown, 1994; for a survey see Kumaravadivelu, 2003: 267-285).

8.5.4   Lesson 4

PLANNING

During the planning of the redesigned set of materials the recurring consideration was to introduce the various activities in the appropriate sequence in order to make the entire learning and teaching environment logical and coherent. Therefore, in view of the learners' poor proficiency levels and their inadequate vocabulary, I decided to focus on lexis during this lesson, but I obviously based this on a communicative approach.

To start the lesson, the story about *Fikile staan vir geen man terug nie* on page 2 of *Blitsgids*, serves as a comprehension task and simultaneously exposes the learners to authentic input. In order to provide the learners with a variety of different activities, another strategy is followed. This time, the story is read to the learners and they need

to make notes while listening. Afterwards, they have to retell the story to a friend and they are allowed to look at their notes to assist them in the storytelling.

Next, to test the learners' comprehension of the story, they must write their answers down next to the six questions on the handout (Figure 8.11, Task 4a).

Vrae:
1.   Wat kan Fikile goed doen? Omkring die regte antwoord.
        a)   die bal aan haar voete vaslym
        b)   dribbel
        c)   bewe
2.   Teen wie wil Fikile eendag speel ? …………………………………………………
3.   Hoe oud was Fikile toe sy begin sokker speel het? …………………………………
4.   Waar het haar span onlangs gespeel? ………………………………………………
5.   Watter span het gewen en wat was die telling? ……………………………………
6.   Hoeveel doele het Fikile aangeteken? ………………………………………………

Figure 8.11   Questions: Task 4a

The article, *Banyana trap Angola* extends the topic of soccer, and presents an opportunity for some more reading, comprehension, speaking and writing practice. Learners need to read the story silently, and in view of their proficiency levels a few of the words (e.g. *driekuns*; *afgeransel*; *trap; aangeteken*) need to be explained by the teacher. Then, working in pairs, they have to construct their own word puzzle by using any of the words in the article, and in any way they wish, do the layout. In line with the aim of OBE to enable learners to reach their maximum learning potential, the critical outcomes require learners to be able to identify and solve problems and make decisions using critical and creative thinking. Through the employment of the word puzzle activity some consideration is given to this aspect, since learners are allowed to solve problems and to use their creativity. The learners need to use ten words to compile their word puzzle. An example of what is required from the learners is given below in Figure 8.12.
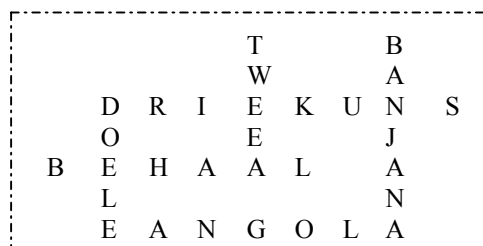
```
                T           B
                W           A
        D   R   I   E   K   U   N   S
        O           E           J
    B   E   H   A   A   L       A
        L                       N
        E   A   N   G   O   L   A
```

Figure 8.12   Example: Word puzzle

In the next activity, the focus returns to the newspaper, and aligns with my initial intention to provide the learners with opportunities to explore vowels, consonants and linguistic functions. The previously developed newspaper activity (illustrated in Chapter 6, Figure 6.7) is adapted to ensure that the instructions match the information in *Blitsgids*. The handouts provide instructions of the redesigned newspaper activity (as illustrated in Figure 8.13) and space to write down the answers. Once again the learners are working in pairs to improve language functions such as negotiating, suggesting, asking, persuading, and interpretation.

ONDER DIE VERGROOTGLAS

Soek in die koerant die volgende:
- ❖ 'n hoofopskrif
- ❖ voorbeelde van verskillende leestekens
- ❖ twee bedrae
- ❖ getalle wat in woorde geskryf is
- ❖ 'n tienletter woord
- ❖ name van mense wat die vokale a, e, of u bevat
- ❖ 'n adres
- ❖ 'n getal hoër as vyftig
- ❖ woorde met dubbel konsonante
- ❖ voorbeelde van figuurlike taalgebruik

Figure 8.13   Newspaper activity: Task 4b

As previously, the heading of the task *Onder die vergrootglas* is used to achieve impact and the concept *vergrootglas* serves as vocabulary development. The explanation of the concept magnifying glass and the portrayal of the detective with the magnifying glass are briefly discussed to enhance learners' understanding that the task entails 'searching' for the correct information in the newspaper.

RATIONALE

Although the first comprehension task excludes reading skills, the follow-up activities focus on the need to integrate all four language skills. Sustained interactive, meaningful tasks as proposed by various researchers (cf. Johnson, 1982: 151; Richards and Rodgers, 1986: 25; Savignon, 1987: 237; Lynch, 1991: 202; Nunan, 1991a: 293; Tomlinson, 1998b: 14-15; Celce-Murcia & Olshtain, 2000: 197) are undoubtedly the essence of this lesson, since they result in understandable, relevant, and interesting exchanges of information, rather than place undue emphasis on

grammatical form. Hence, the primary goal of the redesigned set of materials is to involve the learners in a variety of activities using different kinds of texts, as well as to pay attention to affective variables in an effort to develop their competence.

Regarding the new curriculum, it is noteworthy that the attempt to provide the learners with more opportunities to use the target language reflects the desire to impart some additional skills, especially skimming text to search for relevant information, as indicated in Table 8.7.

Table 8.7   Lesson 4: Redesigned materials: objectives

Specific learning outcomes	Objectives Materials provide opportunities for learners to:
LISTENING AND SPEAKING	
* Demonstrate critical awareness of language use in oral situation	- distinguish between fact & opinion; - form opinions & motivate with evidence.
READING AND WRITING	
* Demonstrate various reading and viewing strategies for comprehension and appreciation	- ask questions to make predictions; - skim text for information by reading titles, introductions, first paragraphs & introductory sentences of paragraphs - summarise main ideas in point form or, sentences.
WRITING AND PRESENTING	
* Demonstrate the use of writing strategies and techniques for first drafts	- use main & supporting ideas from the planning process effectively; - identify & use appropriate figurative language, words, descriptions.
* Reflect on own work, considering the opinion of others, redraft and present	- use set criteria to reflect on own & others' writing; - improve coherence & cohesion in overall structure; - sustain own voice competently; - refine word choice & sentence structure & eliminate obvious errors & offensive language.
LANGUAGE	
* Use language structures and conventions to write sentences and paragraphs	- use subject &object correctly; - use active & passive voice for appropriate purposes; - use negative forms correctly.

8.5.5 Lesson 5

PLANNING

The discussion of the significance of a learner-centered classroom practice influenced my decision to continue with a range of interactive activities that require learners to take up responsibility for their own learning. Once again, the task starts with the learners reading silently the article about *Luzuko Die swaeltjie* that appears on page 2 of *Blitsgids*. The story, which does not have an over-familiar content, is used as a

reading and comprehension exercise, as well as to help the learners to engage in self-assessment of their vocabulary. As Kumaravadivelu (2003: 188) rightly points out, making learners aware of what they already know and what they need to know is "crucial for making progress in language learning".

To obtain maximum benefit from the written text, the story may also be used as an opportunity for communicative purposes in the following task. The learners have to tell a partner what the story is about. The partner, in turn, asks the 'story-teller' three questions about the story. Subsequently they switch roles. To promote natural communication, the learners are not allowed to write down any of the questions.

In the follow-up task, the learners receive a page with comprehension questions on the one side, and on the reverse side space is provided for them to draw a grid with an 'I know' (✓) and an 'I don't know (x) row for the self-assessment activity, as illustrated in Figure 8.14.

Figure 8.14   Self-assessment activity

During the self-assessment activity each learner places a square of paper (which will be issued) anywhere over the written text of the article of *Luzuko*, and draws an outline of the square. The learners then look at the words in that specific square and assess whether they 'know' the word or 'don't know' the word, and indicate this on the grid they have drawn. The purpose of this is to provide the learners with the opportunity to assess their understanding of vocabulary in the article. In order to provide the learners with more practice in sentence construction they need to write two sentences, which they have to construct using words from their 'I know' row`. The learners are encouraged to write longer sentences and use more complex sentence structures.

After that, the learners need to read the article once more and then answer the comprehension questions, as below, in Figure 8.15.

Beantwoord nou die volgende vrae:

1.   Wat is die korrekte afkorting vir Suid-Afrika?   ………………………………….
2.   Hoe lank duik Luzuko al? **OMKRING** die regte antwoord.
a)   'n Jaar en drie maande
b)   Van sy sesde jaar af.
c)   Minder as 'n jaar.
3.   <u>Twee</u> van die volgende woorde beskryf Luzuko korrek**. OMKRING** die woord wat **NIE KORREK IS NIE.**
a)   pligsgetrou
b)   klein
c)   swaar
4.   Hoe hoog is die duikplank waarvan Luzuko duik? ………………………………………..
5.   Soek die woord in die leesstuk wat die teenoorgestelde is van junior. ……………………
6.   Wat is 'n swaeltjie? ………………………………………………………………………………
7.   Watter EEN woord in die leesstuk vertel vir jou dat Luzuko teruggetrokke en stillerig is?
        …………………………………………

Figure 8.15   Comprehension questions

Finally, to assist with vocabulary development, it would be advantageous to supply the learners with the correct answers immediately after they had completed the questions. Opportunity for further vocabulary development may also be provided, by instructing the learners to consult a dictionary to find the meaning of the words in their 'I don't know' column. In fact the use of dictionaries to find meanings of words is advocated in the new curriculum and incorporated in learning outcome 4, Language.

RATIONALE

Despite the fact that apparently more emphasis is placed on reading during this lesson, the overall assessment indicates that the tasks meet all the stipulated criteria for materials development. The activities offer valuable opportunities for reading, speaking, listening and writing, and the employment of different techniques gives the learners the opportunity to develop their competence in language use. Regarding the curriculum, the tasks reflect all four learning outcomes of the new curriculum. However, additional features in this lesson are the provision of opportunities to use common abbreviations correctly, and the use of dictionaries. We may conclude that the redesigned materials meet the stipulated criteria for materials development.

8.5.6   Lesson 6

PLANNING

To help learners to participate in their own language learning and shape their own path is the prime focus of this lesson. Therefore, the first task involves the learners actively in the learning process, since they have to compile their own questions for the comprehension activity based on the two articles on the front page of the newspaper, *Skool neem streng stappe na prefekfiasko* and *Tieners vas na klopjag*. The learners, working in pairs, have to read the two articles first, after which they have to draw up four questions and write down both their questions and answers. Following this, the different pairs decide who their opponents will be and pose the questions on one of the articles to the other group. The contestants answer orally, without looking at their questions or the newspaper while answering. The opponents may, however, deliberate on the correct answer. After a group has answered the four questions, the correct answers must be supplied. The groups then switch roles, and the other group assumes the opponent role. Obviously the questions asked will then come from the other article, with the same procedure being followed.

Clearly, the above activity not only encourages learners to use the target language, but also involves a good amount of negotiating, deliberating, accepting, rejecting, explaining, checking, requesting, interrupting, seeking information, stating information, and even congratulating, thereby supplying learners with opportunities to use basic language functions. This activity also integrates all four language skills.

Since the above mentioned tasks set the scene for active participation, and in order to maintain some sort of momentum, I feel it would be a good idea to introduce another type of information gap task at this stage, namely a similar picture game that was successfully implemented during lesson 3 of the intervention programme. The picture cards now reflect the career theme.   To recap on the game: the learners use the developed picture cards (Figure 8.16) and explain to their partners what is depicted on their cards without actually using the words on the card. Before they engage in the game they need to fill in the missing letters on their cards, and they are told that they must not show their cards to their partners. The partner may ask questions, or request more explanations in order to try to identify the words on the card. When a correct

answer is given, it is the turn of the other partner to identify the words on the other's card. At the end of the lesson they must use at least two words on their cards to construct two sentences.
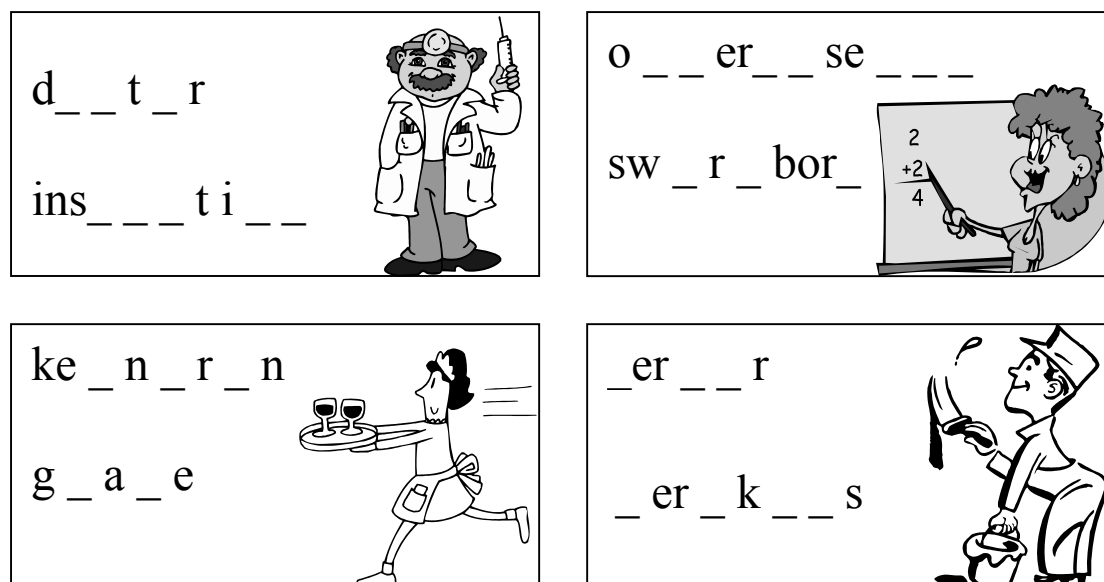

Figure 8.16   Picture cards

RATIONALE

The tasks envisaged in this lesson encourage active and meaningful conversations and are in line with the stipulated design considerations. The tasks are more challenging than those of the earlier lessons, there is progression, and language functions are addressed adequately. Moreover, I would like to think that the topics of the two articles are of particular interest to the learners and therefore provide authentic input. The picture task is a valuable communicative task, since it normally generates lots of talk, is based on the information gap principle, and addresses the 'L' and 'P' criteria.

In terms of the designated syllabus, in addition to the other criteria, the comprehension task also reflects the 'read and speak' criterion, since the task requires the learners to read with understanding, in order to be able to compile appropriate questions. Regarding the new curriculum, it is noticeable that the task which requires the learners to compile their own question, also hones their writing and presentation skills. There is clearly progression, from constructing only simple sentences previously, to now having to employ writing strategies and techniques.

The curriculum specifications enhance a materials writer's understanding of what learners are supposed to be able to do to attain the learning outcomes. Collectively, these tasks should contribute to beneficial results. However, although the ideal situation may be to use these curriculum specifications as a tool for measuring the degree of learning outcome attainment, one should not overlook the reality of the learners' low proficiency levels, which may hamper the effective implementation of the envisaged activities. Therefore, the objective must remain the provision and implementation of rich and varied communicative activities.

8.5.7   Lesson 7

PLANNING

We have learned from reflection on my classroom practice (Chapters 6 and 7) that I was disappointed that I was not able to introduce more information gap principle tasks during the lessons. Therefore, information gap tasks must be included in the set of redesigned materials. There is yet another reason for consideration of this type of communicative activity during the lessons. There is strong evidence in the literature that such tasks are appropriate for low proficiency learners, a category to which the learners in this study belong.

It would be helpful to start the lesson by providing the learners with an activity in which they are provided with the opportunity to experiment with shapes. Obviously, to avoid confusion, the learners' attention will be drawn to the Afrikaans terminology of the different shapes, like *reghoek*, *driehoek, sirkel* en *vierkant*. A brief clarification of other unfamiliar words (also drawing attention to architecture as a career choice) may as well be necessary, and will make a contribution to vocabulary development. In the first task (Task 7a) the learners have to draw a picture of a house by following instructions (Figure 8.17). After completion of the drawing, their pictures are compared. This serves not only to establish an enjoyable atmosphere in the classroom, but also provides feedback on whether the instructions were correctly carried out.

Jy is 'n argitek. Teken jou eie prentjie van 'n huis. Volg die instruksies:

❖ Teken 'n reghoek vir die mure.
❖ Sit 'n driehoek op die reghoek vir die dak.
❖ Teken 'n klein reghoek binne-in die groot reghoek vir die deur. (Die reghoek moet op die onderste lyn wees).
❖ Teken 'n klein sirkeltjie of kolletjie vir die deurknop.
❖ Teken 'n klein vierkant vir die venster links van die deur.
❖ Teken 'n klein reghoek op die dak vir die skoorsteen.
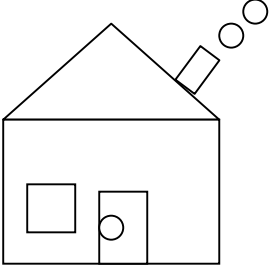❖ Teken klein sirkeltjies vir die rook wat by die skoorsteen uitkom.

Figure 8.17   Drawing activity: Task 7a
(Adapted from Van der Wal & Swanepoel, 2003: 48)

This task sets the scene for introducing a two-way information gap task in which the learners work in pairs and are required to ask for and provide information which they have in their possession so that each partner is able to complete the task set (Figure 8.18). The idea is that the two partners' diagrams should look alike after they have exchanged descriptions.

Figure 8.18   Information gap task

Designing information gap tasks rests on the premise that conditions for real communication require the communicants to impart and receive information (Johnson, 1982: 164). In the above task, the information is divided between the pair of learners in such a way that each partner possesses a part of the information necessary, and needs to seek information from the other partner for completing the task. For example, one learner is in possession of diagram A while the other has diagram B. Since the information is equally distributed, each learner describes and draws an equal number of the missing shapes, words and numbers. In their attempt to discuss and draw what is missing in their diagrams, it is vitally important that the learners should both verbally take part in the deliberations and negotiations, that they should

communicate in the target language, that they should ask the partner for clarification if unsure about something, and that they must not show their diagrams to their partner.

After they have completed the task, they have to compare their diagrams and assess how successful they were in coming up with identical diagrams. Thus, they need to discuss their completed tasks and if their diagrams are not similar, deliberate and examine where they went wrong.

RATIONALE

Providing learners with opportunities to think and express themselves in the target language not only stimulates learners' interest, but also influences their attitude towards the language more positively, resulting in greater enjoyment of language classes (cf. Combrink, 1993: 213; Mongiat, 1993: 58). Research has also highlighted that a task based on the information gap principle emphasises listening skills, since it requires learners to listen actively and to react appropriately (Greyling, 1989: 40; Combrink, 1993: 211; Mongiat, 1993: 55). A valuable contribution to our understanding of information gap tasks is provided in Habte's (2001) study, in which evidence is given of the value of these tasks (cf. also Weideman, 2002c: 18-27). The additional advantage, as Habte (2001) points out, is the cost-effectiveness of their use. They are relatively simple to design, and should be cheap to produce. In a resource-challenged environment, this is a great advantage.

Reflecting on the focus of this chapter, viz. the appropriate redesigning of materials for an intervention programme, I think it would be fair to say that materials that ignore the information gap technique and genuine communication would be neglecting potentially valuable learning opportunities. There is overwhelming support in the literature that information gap type of activities are not only a firm part of a CLT approach, but that they are the most salient factor in raising learners' proficiency levels in the target language (cf. Johnson, 1982: 151; Richards & Rodgers, 1986: 22; Prabhu, 1987: 46; McDonough & Shaw, 1993: 164; Cook, 1996: 187; Habte, 2001: 19-20; Liao, 2001: 38-41; Weideman, 2003: 29). Given the benefits of information gap tasks, there is no doubt that including them in the set of redesigned materials can only contribute to making these materials more learner-centered and interactive.

Information gap activities can be viewed as effective and appropriate for use in the specific learning and teaching environment in this study.

8.5.8   Lesson 8

PLANNING

The value of information gap tasks provides justification for my decision to continue with these types of tasks in this lesson. However, since the redesigned materials are for intensive use of over a short period of teaching, experimenting with different variations of information gap tasks, as Habte (2001) did in his study, is not feasible.

What I would suggest is to provide the learners with the opportunity to design the diagrams themselves. In this lesson the learners therefore work in pairs, and have to plan and figure out how to design diagrams similar to those they had to use in lesson 7. To save time and to overcome the problem of drawing their own sketch, the learners are provided with   unfilled diagrams. This time, the partners work together in deciding what shapes, words and figures are going to be filled in on diagram A and diagram B respectively. They are instructed that, similar to the previous task (Figure 8.18), an equal number of shapes, words and numbers must be distributed between the two diagrams, but that they must use different blocks.

Clearly, this task requires the learners to communicate, i.e. to ask, request, clarify, and to negotiate, and calls for a great deal of meaningful learner involvement, which will help to maximise leaning opportunities. In this regard, Kumaravadivelu (2003: 49) mentions the significance for a teacher to listen "seriously" when learners speak, and then to build on what they have said. A point to note is that the questions learners ask, or what they say in a class situation, even if not related to the topic at hand, may create learning opportunities not anticipated by the teacher (Kumaravadivelu, 2003: 49). Thus, learners can become joint partners in the learning and teaching activities in the classroom, not only by being allowed to design the diagrams as proposed earlier, but also by utilising the learning opportunities created by them during their involvement in the task.

Subsequently, in the following activity, each pair of learners receives another pair's set of diagrams. Again, the learners are instructed to exchange information with their partners, in order to describe and draw the missing shapes, words and numbers on the diagrams they were given. The same rules apply as in lesson 7. After they have completed the task, they once again have to compare their figures and assess how successful they were, or discuss why their effort was not successful.

It is worthwhile to remember that, since a learner-centered approach is propagated in this study, the designing of the material revolves primarily around language use and learner needs. It is possible, however, that aspects such as the learners' proficiency level, or their anxiety and stress in the classroom situation may prevent the predicted results from being achieved.

8.5.9 Lesson 9

PLANNING

Insights derived from reflection during the action research, contributed to my realisation that accumulated entities systematically arranged from simple to complex, and sequentially presented, are vital to address the shortcomings of the previously developed materials. The further intention is to provide learners with manageable, comprehensible input. I shall also attempt during this lesson to expose the learners to activities that will naturally elicit their curiosity and their interest. Moreover, the tasks are now more explicitly related to the topic of careers, a theme that is carried through the redesigned materials. We also return our focus to the designed newspaper, *Blitsgids*.

The first task involves the job advertisements in *Blitsgids*. First, the learners need to read the six advertisements (Figure 8.2). Then, working in pairs, they have to search for the words that need to be explained, as indicated in Figure 8.19, and underline them in the respective advertisements. After that, they have to discuss what the correct meaning of the words is and circle their choice.

Task 9a aims at integrating all four language skills, pays attention to basic language functions, develops vocabulary, and provides authentic input. The activity also shifts

the attention back to the newspaper and the theme of careers. Although the task includes only six questions, it offers the opportunity for vocabulary development.

WAT IS DIE BETEKENIS?

Lees die advertensies in Blitsgids en <u>onderstreep</u> die ooreenstemmende woorde in die advertensies. Besluit nou wat is die korrekte betekenis van die woorde en **omkring** die regte antwoorde hieronder.

1. Kettingroep beteken: a) groep mense   b) groep kettings   c) groep winkels
2. Kontak beteken: a) bel   b) skree   c) klap
3. Beskik beteken: a) besit   b) verloor   c) verkoop
4. Ondervinding beteken: a) slim   b) ervaring   c) kry
5. Kommissie beteken: a) vergadering   b) blyplek   c) geld ontvang
6. Kosmetiekbedryf het te doen met:
                             a) kos   b) skoonmaakmiddels   c) skoonheidsmiddels

Figure 8.19   Advertisement quiz: Task 9a

The scenario for the next task involves the advertisement, *Naweekwerk*. The learners need to engage in a telephone conversation to apply for the job as waiter/waitress. The conversation must end with the agreement that he/she is invited for an interview the following day, and that a short CV is required. The planning of the task follows from the experience I gained during the implementation of the previously developed materials. Therefore, attention is paid to authenticity. Clearly, the learners can easily relate to the situation where they want to apply for a job as a waiter/waitress to earn pocket money. Moreover, the job could easily require that they have to speak Afrikaans. The benefit of the telephone conversation is that it entails language functions such as courtesy forms, greeting, asking questions, enquiring and making appointments. Again it will be to the learners' benefit to provide them with space on a handout to prepare the conversation (Figure 8.20, Task 9b).

Jy: (skakel die nommer in die advertensie)
Bestuurder: Bergsig Restaurant. Goeie middag.
Jy: …………………………………………………………………………..
Bestuurder: …………………………………………………………………
Jy: …………………………………………………………………………..
Bestuurder: …………………………………………………………………
Jy: …………………………………………………………………………..

Figure 8.20   Dialogue: Task 9b

In the follow-up task the 'applicants' realise that they need to practise their Afrikaans before they have their interviews, and therefore they decide to engage in a few vocabulary development activities. So, in the following activity they need to circle the words in the puzzle, as well as identify the two words that are supplied in the grid, but not written below. The same word puzzle as in the original lesson is used, and is given in Chapter 6, Figure 6.21, Task 11a.

The following task pays attention to spelling of words relating to food, involves speaking and writing skills, and provides learners with opportunities to practise language functions in their discussions. The learners work in pairs and have to supply as many words as they can in the different blocks, as long as they are connected to food (Figure 8.21, Task 9c). In each block an example is supplied in order to eliminate confusion. Learners may also be encouraged to use a dictionary. Both partners must write the words they have identified on their handouts to ensure that both learners are actively participating in the activity.

??? ???? HOEVEEL WOORDE KEN JY: ??? ????		
Wat begin met <u>V</u> : vis	Wat begin met <u>F</u> : foelie	Wat eindig op <u>D</u> : brood
Wat gespel word met <u>ei</u> : vleis	Wat gespel word met <u>y</u> : spesery	Wat gespel word met <u>ui</u> : druiwe

Figure 8.21   Word blocks: Task 9c

RATIONALE

The lesson provides learners with opportunities to develop their listening, speaking, reading and writing skills, and therefore one may assume that the tasks relate to all the stipulated criteria for materials development.

8.5.10 Lesson 10

PLANNING

I decided to continue along the same path as in the previous lesson. Here the learner as the 'applicant' goes for an interview at the restaurant. To start the lesson they need to establish where the restaurant is by rearranging the letters in Figure 8.22, Task 10a.
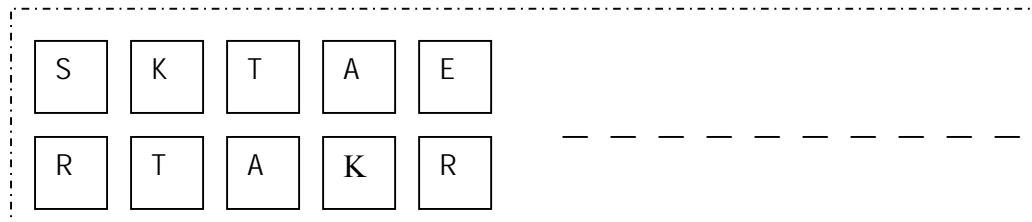
S	K	T	A	E
R	T	A	K	R

_ _ _ _ _ _ _ _ _ _

Figure 8.22   Address quiz: Task 10a

It must be pointed out that the topic of this lesson lends itself to employing a number of additional relevant activities. One such task, for example, is based on the possibility of getting lost on the way to the restaurant which provides the opportunity to ask for directions using a simple map (cf. Van Jaarsveld & Weideman, 1985, 30 for a practical example of a similar exercise).

Since a short CV is required, the learners' attention is drawn next to the requirements of a CV as discussed in lesson 1. They first have to ensure that their CV is up to date. They then engage in the interview activity. In order to reduce the learners' anxiety, relevant questions to guide the whole process are supplied on an interview card. Provision is made on the handout where one learner (filling the role of the manager as interviewer) needs to act on the information given by another learner as the 'applicant' (Figure 8.23, Task 10b).

GROET: …………… Stel die aansoeker op sy/haar gemak:………………………
Het jy jou CV gebring? …………………………………………………………..
Waar het jy die advertensie vir die werk gesien? …………………………………..
Waarom stel jy in die werk belang? ………………………………………………....
Hoe oud is jy? ……………………………………………………………………..
Het jy al vroëer as kelner gewerk? ………………………………………………..
Waar? ……………………………………………………………………………..
Vertel my iets meer omtrent jouself. ……………………………………………..
Het jy enige vrae?…………………………………………………………………
Ek sal jou later vandag laat weet of jy die werk gekry het. Tot siens. GROET.

Figure 8.23   Interview: Task 10b

A surprise angle on the anticipated course of this lesson may maintain the learners' interest, and provide additional opportunities to practice Afrikaans. Hence, in order to find out whether the 'applicant' was successful, the learners need to follow instructions to discover what the manager told the 'applicant' later that day (Figure 8.24, Task 10c).

TREK DOOD EN ONTDEK DIE BOODSKAP

Lees die instruksies en vind uit wat sê die bestuurder.
Skrap (trek dood) die volgende in die blokke hieronder:
➢   5 beroepe
➢   6 dinge om te doen

INSTRUKTEUR	LOOP	JY
LEES	VLIEëNIER	IS
SLAAP	AANGESTEL	TIKSTER
GELUK	RY	SKRYWER
JOERNALIS	SING	SPRING

……………………………………………………………………………………………

Figure 8.24   Task 10c

RATIONALE

The topics and activities in lessons 9 and 10 merely scratch the surface of the type of tasks that can be designed, because the possibilities are endless. The topics may easily be extended further by providing the learners with opportunities to explore menu terminologies, engage in dialogues on serving customers, or handle customers' complaints, and taking customers' orders. In this regard, posters, cartoons or illustrations may be used as well, to elicit learners' interest and to serve as ways of integrating all four language skills. As we have seen from the discussion in Chapter 6, the use of the illustrations (Appendix I, Task 11c) provides the learners with interesting opportunities to comment on the different pictures in the form of dialogues. I would like to suggest that they remain part of the redesigned materials. Moreover, some additional tasks could focus on arrangements for a party to celebrate getting the job, which in itself allows various scenarios to be exploited (cf. also Van Jaarsveld & Weideman, 1985 for a number of examples).

Despite my overall satisfaction with the redesigned tasks and activities, the significance of the integration of theory and practice merits some further consideration. Carr and Kemmis (1986: 9) point out that although a teacher makes "autonomous judgments" about his/her classroom practice, there is little control over

the context within which the practice occurs. It is precisely this aspect that may influence the effectiveness and appropriateness of the redesigned materials. As we have learned from the discussions in previous chapters, the teaching and learning environment in this study was less than ideal, since the influence of affective variables, the time constraints, the limited space in the classroom and the disorganisation at the school may have prevented the full and proper use of the materials. In short, although I have attempted to reduce the perceived limitations of the materials, contextual factors may affect the proper implementation also of the redesigned materials. They are not context-proof. Probably, no design can be.

8.6   CONCLUSION

The purpose of this chapter was to adopt a reflective stance towards the previously developed materials, in order to present a redesigned set of materials for Afrikaans as a second additional language for intensive use over a short period of teaching in a scarce resource and discipline-challenged teaching and learning environment.

The redesigning process was primarily guided by the stipulated criteria for materials development, while the previous syllabus and the newly implemented curriculum gave valuable insights that assisted the process. In addition, the functional text list included in the latest curriculum documentation (Appendix M), enlightened me about what type of text could be included in the redesigned materials, and how to justify the choices made. Some of the texts that have been included in the redesigned materials are newspaper articles, advertisements, dialogues, story-telling, songs, notes, illustrations, puzzles, riddles, posters, and a dictionary.

To what extent the learning and teaching of an additional language learning programme will be effective and successful depends primarily on the learners' proficiency levels, their willingness to participate actively in the activities, contextual factors, and the teacher's classroom practice. The vital factor though, remains that the classroom activities, if properly designed and implemented, can easily lead to profitable integration of the stipulated criteria for materials development. Looked at in this way, it becomes apparent that the main issue remains that a teacher needs to be willing to reflect critically on his/her teaching and, if necessary, be prepared to

change, in order to become a creative and innovative facilitator of language learning, i.e. someone who has the best interest of the learners at heart.

In presenting the redesigned materials I neither suggest that they are superior to other second language teaching materials, nor that they are without any shortcomings. Nonetheless, the suggestion to compile a newspaper containing articles and relevant information, together with the handouts pertaining various activities and tasks may prove valuable in a scarce resource environment. The redesigned materials carry the potential of implementing some interesting, meaningful and authentic activities. They offer a number of options for teachers to design and implement a variety of tasks that are appropriate to the needs and interest of their learners.